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ABSTRACT

A seminar on family life education provided an opportunity for 51 participants, the majority of whom were women, from Botswana, Lesotho, Malawi, the Republic of South Africa, and Swaziland, to meet and discuss professional problems with colleagues involved in family life education (FLE). The objectives of the seminar were to: (1) develop a family life infrastructure in southern Africa; (2) bring teachers' organizations into contact with all associations dealing with family life education; and (3) raise the quality of life of the region's people. This report includes the recommendations and highlights of the discussions. The topics discussed were: the areas of concern and approaches for establishing a family life program; the role of the teacher; ways in which the teacher can promote a clearer understanding among education officials of the need for family life education; ways in which the teacher can work with the community to promote acceptance of family life education; and suggestions for teachers on ways to include family life education in the curriculum. Training needs are identified. (JD)

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TEACHERS AND NATIONAL DEVELOPMENT

WITH SPECIAL REFERENCE TO

FAMILY LIFE EDUCATION

A report based on a seminar held in

Lesotho, 11-19 July 1978

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I. BACKGROUND

IPPF and WCOTP

Over the past years, the World Confederation of Organizations of the Teaching Profession (WCOTP) and the International Planned Parenthood Federation (IPPF) have joined forces to explore the need for family life education (FLE) and the most effective ways of providing it. This was done in co-operation with a variety of teachers' organizations, practising teachers, teacher trainers, educational administrators, curriculum developers, family planning associations and other organizations. A series of joint meetings have been held in Africa and Asia which helped to both define the needs and scope of FLE and to work out some guidelines for teachers' organizations. WCOTP and IPPF have also worked together with their national affiliated organizations in different countries to stimulate joint FLE projects locally. An important milestone in the development of FLE in Africa was the seminar held in Lesotho in 1978, on Women Teachers and National Development with special reference to Family Life Education. It was organized jointly by WCOTP, IPPF, the National Association of Lesotho Teachers, the Family Planning Association of Lesotho, and the National Education Association of the United States.

The Lesotho seminar forms part of a continuing dialogue between teachers' organizations in southern Africa. The first WCOTP southern African Regional Conference on Teacher Organizations and National Development was held in Swaziland in 1972. The second, on Teachers and Educational Change was held in Malawi in 1974; and the third was in Mauritius, during December 1979. At all of them the national teacher associations acted as joint hosts.

The 1978 seminar provided an opportunity for 51 participants, the majority of whom were women, from national teacher organizations in Botswana, Lesotho, Malawi, the Republic of South Africa and Swaziland, to meet and discuss professional problems with colleages involved in FLE. Through their co-operation they were able to reinforce the work they are undertaking for national development. Participants identified the scope of family life education, some current issues and approaches to be used in formulating programmes in southern Africa.

Seminar objectives

The seminar held with the approval and co-operation of the Government of Lesotho was opened by the Honorable J. Rampeta, Acting Minister of Education, Sports and Culture. He supported the aims of the seminar:

(1) To develop a family life infrastructure in southern Africa.
(2) To bring teachers' organizations into close contact with all associations dealing with family life education.
(3) To raise the quality of life of the region's people.

The pre-seminar survey

Before the seminar a survey was sponsored by WCOTP and IPPF to identify some key issues for consideration at the seminar; and to provide basic information and material for study and discussion on family life education programmes and resources. The survey covered four countries in southern Africa: Swaziland, Lesotho, Botswana and Malawi. Although these countries are in different stages of awareness of FLE there were nevertheless certain similarities in attitudes

and also in the ways in which FLE projects are carried out.

The survey found that although priority is given to programmes aimed at improving the quality of family life, both directly and indirectly, nevertheless certain information and services are either inadequate or unavailable. Systematic efforts aimed at building or developing comprehensive FLE programmes are few.

Despite an increasing concern about the role of today's young people in achieving tomorrow's social and economic goals there are few opportunities for them to get the necessary basic information and education. The curriculum of primary and secondary schools fails to give consideration to the rudiments of FLE. Sometimes, courses are offered in cookery, sewing, child care and a few other home management skills, but little is aimed at enabling youngsters to cope with their maturation and to make rational decisions about their reproductive behaviour. Opportunities for them to discuss policies and programmes in fields affecting their personal and family lives are scarce. Because of their limited training, teachers are too often ill-equipped to be of much help to their students in FLE. In many places traditional beliefs and attitudes result in negative attitudes towards instruction in some areas of family life education.

Since very large numbers of young people, girls and women are deprived of information, education and services relating to family life, sex and fertility, it is a matter of urgency to find ways of identifying and meeting this need through suitable programmes. For, it is only through such means that young people will be able to both improve their own lives and make a positive contribution to national development.

The team conducting the survey consisted of two WCOTP consultants: Mrs. Pumla Kisosonkole and Dr. Elizabeth Bouey-Yates. They collected information from interviews with individuals, governmental and non-governmental organisations and institutions; from informal discussions with teachers and women's groups and from specially prepared questionnaires. The results of the survey are published in the Survey Report on Family Life Education Programmes in Southern Africa, and are available from WCOTP.

The seminar report

The report of the seminar includes the recommendations and highlights of the discussions which took place, for the most part in groups. The topics considered by the groups were introduced by speakers at meetings of all the seminar's participants.

II. RECOMMENDATIONS EMERGING FROM THE SEMINAR

That WCOTP should:

1. Co-operate closely with IPPF in the promotion and support of FLE programmes.
2. Devote more attention to strengthening the professional skills of teachers in its member organizations as well as focusing on improving conditions of service.
3. Consider appointing more regional staff in order to improve communications between WCOTP and member teacher organizations and to ensure that they receive as much support and assistance as they require.
4. Establish a regional centre for the development of teaching-learning materials.
5. Support national and sub-regional materials development workshops.
6. Provide model guidelines for teachers' organizations on curriculum and the establishment of FLE programmes.
7. Compile and distribute annotated lists of available materials.
8. Undertake follow-up to ensure that materials are being used with maximum effectiveness.

That IPPF should:

1. Co-operate closely with WCOTP and teacher organizations in the promotion and support of FLE programmes.
2. Encourage family planning associations, where they exist, to give high priority to the inclusion of family life education in their programmes.

3. Encourage closer co-operation between family planning associations and teacher organizations at national, district and local level.
4. Establish direct contact with teacher organizations in those countries where no family planning association exists.
5. Initiate a pilot project to introduce FLE by sponsoring a teacher in each of six high schools, with special responsibility for family life education.
6. Organize in-service training workshops for teachers.
7. Emphasize the importance of developing FLE programmes in more inaccessible and frequently neglected rural areas and sponsor appropriate projects.
8. Establish a regional centre for the development of teaching-learning materials.
9. Support national and sub-regional materials development workshops.
10. Provide model guidelines for teacher organizations on curriculum and the establishment of FLE programmes.
11. Compile and distribute annotated lists of available materials.
12. Undertake follow-up to ensure materials are being used to the maximum effectiveness.
13. Ensure that the Centre for African Family Studies provides courses in training and curriculum development in family life education.

That national teacher organizations should:

1. Work in close co-operation with WCOTP and IPPF.
2. Work towards the establishment of one teacher organization in each country, uniting primary, secondary and tertiary level teachers, subject panels and other groups.

3. Establish sub-regional teachers' associations for all countries in southern Africa.
4. Undertake concerted action to persuade legislators and policy-makers in their governments to give full support to the wide-scale introduction of FLE programmes.
5. Organize seminars and training courses for members.
6. Formulate a co-ordinated national programme to support teachers working in the field of family life education.
7. Develop pilot projects introducing FLE in schools.
8. Isolate family life education from other issues at national meetings and concentrate specifically on this subject.

III. FAMILY LIFE EDUCATION

What it means

Family life education (FLE) is the continuous process by which every individual learns to prepare him or herself for adult life, as a member of a family, community and nation. The ultimate goal is to maximize personal fulfilment, happiness and responsibility - to oneself as well as to others. The school curriculum has traditionally concerned itself with academic skills and in preparing young people for their working lives, but all too often fails to provide education for living in the broadest sense of the term. Family life education is concerned with supporting and assisting young people in the development of responsible attitudes towards marriage, child-rearing, family membership and civic roles; in the establishment of satisfactory human relationships, both within the family and society at large; and with the building of skills in decision-making and the exercise of choice in matters relating both directly and indirectly to family life.

In many ways, the teaching of FLE can be seen as a part of the reaffirmation of that cultural pride in Africa which has always been provided through school, the family and the community. At the same time however, it must be recognized that young people today face many problems which are relatively new. In some African countries, these may be confined primarily to the urban areas; in others, they may be more common throughout: for example, exposure to some of the less beneficial effects of the mass media; or the increasing problem of unwanted adolescent pregnancies which bring with them many health problems and social difficulties as well.

Formal definition as determined by the seminar

Family life education includes a study of self-awareness, understanding of others, of sexuality, marriage and parenthood. The knowledge gained and skills developed will contribute to the individual's ability to cope: both with social change and with relationships in society as a citizen, spouse, or parent.

IV. APPROACHES FOR ESTABLISHING FAMILY LIFE EDUCATION PROGRAMMES

Pre-programme issues

Cultural and traditional values and consequently the needs of young people differ from one area to the next and from country to country, even in the same region.

The first step in formulating any FLE programme is to assess the expressed needs of the learners. These should be taken into account before designing any programme. Several actions can be undertaken to assess them:

1. Develop a co-ordinated programme of research to identify the FLE requirements of learners.
2. Undertake continual informal information-gathering, observation and feedback to ensure FLE programmes meet the needs of learners.
3. Involve learners in the planning, design and implementation of programmes.

The seminar for example, identified a strong need in Southern Africa for action among the young to prevent teenage pregnancies and drug and alcohol abuse. The problems concern young people of either sex. Some causes were - poor communication between parents and children in the home; lack of recreational facilities; environmental factors such as overcrowding especially in towns; lack of proper respect for female members of the family; and absence of fathers for long periods from home.

Teachers recognized that they could play an important role in this and

would like to see:

1. Programmes to highlight the risks of teenage pregnancy,
2. Free education for all young people so they can be reached through schools,
3. Teachers and other community leaders helping movements to train youth,
4. Information for parents to help them to give guidance to their own children about the prevention of teenage pregnancies,
5. In-service training for teachers so that they are able to give this education; and the development of educational material locally.

It was felt to be important to preserve traditional values in FLE programmes. However, in the process of social change, decisions have to be made as to what to retain and what to let go.

These actions can be undertaken to identify areas which need strengthening and reinforcing:

1. Discussions among national and community organizations, women's groups, universities, teacher training colleges, youth and church groups; in the mass media and at teachers' workshops and village committees.
2. The involvement of language teachers.
3. The preparation of pamphlets and cultural materials with a wide distribution.
4. Creating awareness within teacher organizations at different levels.
5. Identifying the parents' role and involving and educating parents in reinforcing the traditional values of a community. Those

dealing with child rearing practices such as breast-feeding, the teaching of crafts, and music were particularly imporant. Educating parents in the need to modify some traditions, such as initiation ceremonies and paying of lobola.

Areas of concern

After the pre-programme issues are considered areas of concern should be identified. Although each programme varies according to local situations these are some of the more commonly-expressed areas of concern:

- coping with the physical and emotional changes which take place during the process of growing up;
- establishing and maintaining satisfying relationships with others - with family, friends and in society at large;
- understanding and responding positively to changing situations, for example; the breaking down of traditional structures, the changing role of men and women;
- developing the necessary values and skills for successful marriage, child-rearing, belonging to a family, community and society.

Goals

Some of the broad goals of family life education which have emerged aim:

- to contribute to the complete development of the individual in a way which will maximize personal growth and happiness;
- to assist in preparing young people for the rights and responsibilities of adult life;
- to help young people in the process of clarifying or formulating their attitudes and values so that they will adopt responsible behaviour - responsible to themselves as well as to others;
- to assist in the development of effective communication, evaluation and decision-making skills in matters relating directly and indirectly to family life, personal relationships and membership of the community.

Content

The above are very broad goals. Each country identifies those which are most relevant to its particular society. Some areas which may relate to these goals are summarized as follows:

- health: including maternal and child health, child-spacing, nutrition, hygiene, the prevention and management of disease.
- psychological and emotional: including roles and relationships within the family, between partners, friends and different generations; the functions of the family.
- social: including decisions on when to leave school, what work to do, when and whom to marry, when to have children, and the social implications of these decisions; the status of women and equality of opportunity; how a sound family life can contribute to the well-being of society as a whole.
- developmental: the role of the family in preparing all its members to make the fullest possible contribution to national development.
- moral: the responsibilities of parents towards their children; the rights of family members and their responsibilities towards others in the nuclear and extended family; the preparation of young people for a mature and responsible attitude towards sexual relationships.
- economic and welfare: including the basic needs of the family; home management and budgeting; the relationship of family to working life.
- legal: including laws of inheritance, age of marriage, rights of family members.

Obviously, any one FLE programme cannot cover all these aspects in depth and it is necessary to decide on local priorities in relation to the objectives that are set for a particular programme.

Approaches

Several approaches can be adopted to introduce FLE into educational programmes.

1. As a separate subject within the curriculum.
2. The integrated approach is a systematic attempt to offer guidance to teachers in all relevant subject areas on how to incorporate family life education themes into the existing curriculum. This may be done by appointing one teacher as a programme co-ordinator.

He or she will work with a staff committee on programme details in liaison with subject specialists; form teachers, parents, other schools, and organizations which can provide resource personnel. Wherever possible, the students themselves should be involved.

3. The pastoral approach: this recognizes that teachers have a responsibility for the emotional development and welfare of their students, along with their academic development. Specially selected teachers, usually one per school, are trained as 'teacher/counsellors' with FLE as one of their major responsibilities. These teachers may also be the main link between the school and the family, particularly in dealing with students' individual and personal problems.

4. The community-centred approach introduces FLE in many different settings outside the school, for example vocational training programmes, youth clubs, church groups, community organizations and parent-teacher associations. Professional personnel and voluntary discussion group leaders are trained to participate in the scheme. A full-time adviser could assist all those involved and co-ordinate the organization of small-scale 'youth liaison' groups taking part in the scheme. They would see that FLE in each locality is explained to the community through the churches, local media, political parties and volunteers' groups, who can also be used to support the adviser and to recruit and train new volunteers.

V. THE ROLE OF THE TEACHER

The classroom teacher is perhaps one of the most important and influential adults in a student's life. The student is dependent upon the teacher to provide him/her with the skills and knowledge required to have a meaningful life. A teacher is looked upon in many societies as being responsible for influencing the student's character, and shaping his destiny as well as educating him. Therefore, one of the persons most qualified to teach family life education is the teacher, who at the same time can also make the most effective use of the interrelationship between the school, the home and the community.

Ideas for Action

(a) Based on all of the foregoing, these are some of the ways in which the teacher can promote a clearer understanding of the need for FLE among educational officials.

To start with, the teachers themselves must be convinced of the need for FLE and be motivated by a thorough understanding and interest. Then they may:

identify to the education authorities areas already covered in the syllabus and stress the need for a more co-ordinated approach to teaching FLE. The feasibility of implementing FLE may be shown by presenting a structure or outline for implementation;

- invite health officials, who are already involved with FLE to address education officials;
- help the teachers' associations to develop information brochures based on material available from local and international agencies such as IPPF.

(b) Ways in which the influences of the teacher can be best used to promote FLE.

- Teachers can use their influence in helping colleagues to understand and become involved in the FLE programme. Where possible, they may take it upon themselves to prepare the groundwork for its acceptance in the curriculum.

- Teachers can initiate the formation of a parent-teacher Association, where one does not exist.
- Women teachers can use their influence to help other women take up positions of responsibility in organizations promoting FLE.
- Teachers can help plan and produce programmes on FLE to be used in school programmes and special school events as well as radio and television.

(c) Ways in which the teacher can work with the community to promote acceptance of FLE.

- By belonging to various organizations in the community, the teacher can use her/his membership to introduce FLE topics such as health education, home management, sex education and other concerns:
- By inviting knowledgeable persons in the community to give talks to civic and other organized groups on FLE. In addition, teachers and members of the community could join hands to organize seminars on FLE, with teachers serving as resource persons;
- In all areas, by co-operating with education and government agencies;
- By pointing out to church leaders the close linkage between African family and spiritual values and family life education.

(d) Ways in which the teacher can include FLE in the curriculum.

- Educational institutions, at all levels, including universities should be approached and interested in FLE. These should be asked to do the necessary research needed to compile a syllabus.
- The seminar report should be given a wide distribution by participants. The teachers' associations should formally present the Report to the ministry of Education urging them to adopt FLE. The teachers' organization should organize a national seminar on FLE.
- Adult education programmes are important in bridging the gap between rural and urban areas. All these programmes can build up confidence in the whole community particularly with wide publicity.

Training Needs

In order to meet all of these many demands there is a need to train teachers to carry out FLE in the classroom and in the community. This could be achieved through:

1. In-service training programmes at the national and regional levels.

2. National workshops and short courses for teachers and use of radio for extension work.
3. Arranging for resource people to give lectures to teachers and volunteer students who wish to help with younger children.
4. Developing teaching material and audio-visual aids.
5. The introduction of FLE in teacher training colleges.
6. Designing curriculum development studies to include FLE, with free copies of all such studies should, wherever possible, be made available to teachers. In addition, teachers should be made aware of the availability of materials.

WCOTP and IPPF publications available in this field are given below.

1. Introducing Family Life Education: A Guide for Teachers' Organizations. A leaflet. WCOTP/IPPF, May 1979.
2. Teachers and Family Life Education. Report of the WCOTP/IPPF/GNAT Seminar, Bolgatanga, Ghana, November 1976.
3. Report of IPPF-WCOTP Joint Follow-up mission to the 1976 Bolgatanga seminar on Teachers and Family Life Education, October 2-28, 1978.

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Appendix I

List of speeches and papers delivered at the seminar

Official opening of the seminar - Hon. J. Rampeta, Acting Minister of Education, Sports and Culture, Lesotho.

The Seminar Theme Address - National Development Goals and the Role of Women in Their Achievement - Dr. Elizabeth Bouey-Yates

Topic I — Family Life Education; An overview of concepts, approaches and Issues - Jan Fordham

Topic II — Family Life Education; Some African Perspectives - Pumla E. Kisosonkole

Topic III — Family Life Education; Goals and Programmes with special reference to the African Region - Dr. Frank Nabwiso

Topic IV — Identification of Family Life Education: Needs of Young People - Dr. N. N. Mashalaba

Topic V — The Role of the Teacher in Meeting the Family Life Education Needs of Young People - Marjorie D. Carter

Any of the above documents are available, in limited number, from:

The Africa Programme
WCOTP/CMOPE
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Background of the speakers

DR. ELIZABETH BOUEY-YATES, as a member of the staff of the National Education Association of the United States, has worked in many countries in Asia, Africa and the Caribbean as Director of NEA's foreign educational assistance programme through its Office of International Relations. She has also served as Special Consultant for African Programmes for the World Confederation of Organizations of the Teaching Profession.

PUMLA E. KISOSONKOLE, with an extensive background in educational and community development, formerly held the position of United Nations Project Manager on the Integration of Swazi Women in Development. Currently she serves as Consultant on Women's Programmes in Africa for the World Confederation of Organizations of the Teaching Profession and Consultant on Rural Development in the eastern and southern regions of Africa, for the World Council of Churches.

DR. FRANK NABWISO is Regional Education Officer of the IPPF African Regional Office based in Nairobi, Kenya. He has worked extensively in adult education, including extra-mural and correspondence education.

DR. N. N. MASHALABA is head of the Maternal and Child Health Programme, Ministry of Health, Botswana.

JAN FORDHAM was Programme Adviser, Education for the International Planned Parenthood Federation in its Central Office in London and worked with special interest in youth programmes and non-formal education. Ms. Fordham is now the Population Education Officer to the Papua New Guinea government under a contract with the UK Overseas Development Administration.

MARJORIE D. CARTER is a teacher and primary consultant in the Syracuse City School District, Syracuse, New York. She is a member of the Board of Directors of the National Education Association of the United States and Chairperson of the NEA Human Relations Committee. Mrs. Carter served for four years as President of the Syracuse Teachers' Association.

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About the sponsors

The WORLD CONFEDERATION OF ORGANIZATIONS OF THE TEACHING PROFESSION (WCOTP) is an international organization devoted to advancing the cause of education and the status of teachers throughout the world. Non-governmental and non-political, WCOTP works for a strong unified teachers' association in each nation and towards the continuing improvement of educational policy and practice and the academic and professional qualifications of teachers. It consolidates teachers engaged in elementary, secondary and higher education and promotes continuing exchange of professional knowledge and organizational experience between its members, conducting meetings in various regions of the world for the co-operative study of special problems of education and the teaching profession.

The INTERNATIONAL PLANNED PARENTHOOD FEDERATION (IPPF) is an international non-governmental organization which believes that knowledge of family planning is a basic human right and that a balance between the population of the world and its natural resources and productivity is a necessary condition of human happiness, prosperity and peace. The IPPF encourages the formation of national associations to pioneer family planning services in each country of the world and to bring about a favourable climate of public opinion in which governments can be persuaded to accept responsibility for the provision of family planning programmes.

As an agent of social development, IPPF's fundamental concern is with improving the quality of life and in this context a major role is to explore and stimulate the use of new approaches to family life and family life education. A particular focus has been placed on adapting information and education programmes to the special needs of young people.

The NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (NEA) aims to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States. Membership of NEA, the largest professional organization in the world, is comprised of nursery, elementary, secondary and higher education, male and female teachers and administrators.